

# Dynamics of Competing Demands: Redefining Work-Life Balance for Educators

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## ABSTRACT

Maintaining a healthy work environment hinges on the critical concept of work-life balance, which plays a significant role in mitigating stress and preventing burnout due to the dynamics of competing demands. This research study evaluated the work-life status of educators through descriptive-quantitative using survey questionnaire distributed to the educators of Third District of Albay, Region V in relation to their work, family, personal life, and health. The majority of respondents were married women aged 36 and older, all of whom had completed their college degrees and had been employed at public schools for over a decade, earning salaries within grade levels 11 to 15. Adopting a collaborative approach that prioritizes the needs of educators, public schools can create a culture of wellness that values work-life balance. Through effective communication, active participation, and a willingness to embrace wellness initiatives, public schools can foster an environment that supports the overall well-being of their personnel, ultimately leading to increased productivity, job satisfaction, and organizational success within the context of redefined work-life balance despite dynamics of competing demands.

**Keywords:** Work-life Balance, Work, Personal, Health, Family

## INTRODUCTION

In today's fast-paced world and competing demands, striking a balance between professional and personal life has become increasingly challenging for educators in general. However, by identifying the multifaceted needs, interests, and priorities of educators, schools can create an environment that values and promotes wellness. A collaborative effort that ensures active participation and effective communication among all stakeholders, strong relationships can be built, laying the foundation for a social culture that embraces a redefined work-life balance. Educational institutions must strive to understand the full complexity of educators needs, recognizing that each individual has unique requirements, preferences, and availabilities. Gaps between the provided resources and the actual needs of educators must be addressed to ensure that their wellness initiatives are tailored to the specific requirements of the educational setting.

The question on how much money employed that educators would give up for better work-life balance is

still a current concern [6]. In everyday conditions either on work or personal, balance is a key requirement to have a successful, committed, motivated, happy, and stress-free work-life because there are many elements that creates competing demands both in personal and professional level. Cultivating a culture of wellness within an educational setting requires willingness and acceptance of wellness initiatives from all internal stakeholders and may encourage external parties as well. Actively promoting and supporting these work-life balance initiatives can create an environment where healthy living is not only encouraged but also valued. This shift in mindset can lead to a greater appreciation for work-life balance, ultimately contributing to the overall well-being and productivity of educators.

A failure to maintain a work-life balance can hinder individuals' ability to manage both family responsibilities and professional obligations, leading to diminished performance [18]. This imbalance among educators, who face competing demands, can result in decreased morale and a lack of commitment to meeting performance standards. The current research explored public educators' assessment of their work-life balance and how the integration of enhancement strategies, goal-setting, and motivation can foster equilibrium between personal and professional spheres. In committing to this balance, educators may improve their overall effectiveness and job satisfaction. How to maximize work commitment could be challenging to the educational sector but if everyone has a shared vision and culture there is a chance of achieving a redefined work-life balance. Moreover, work commitment is enhanced when there is employee engagement, happiness, dedication, corporate citizenship, behavior and productivity among others which are interrelated with work-life balance towards contributing increase in job performance.

As work-life balance is the ability to maintain a healthy balance between their work roles, their personal responsibilities, and family life [21]. Education is frequently cited as one of the most stressful career paths due to its competing demands, significant responsibilities, and challenges in achieving work-life balance. Furthermore, the well-being of educators, along with their job satisfaction and innovative work behavior, is closely associated with the elements of work-life balance. Consequently, an educator's commitment to their work is influenced by environmental factors, which, despite the competing demands, align with their personal and professional satisfaction, encompassing the various components of work-life balance.

Transforming educational institutions into thriving learning communities requires a multifaceted approach grounded in effective leadership and the development of core capabilities among educators [3]. This process must foster meaningful participation and collaboration among educators in a well-organized manner that redefines work-life balance. Educators should engage in responsible ways to enhance their personal and professional performance, ultimately aligning their work and life goals. However, for this transformation to succeed, educational institutions must actively eliminate barriers that hinder the learning process and limit participation in various approaches to building and sustaining high-performing educators. Educational institutions need to make concerted efforts to support the development of educators' core competencies while navigating the competing demands they face. Prioritizing leadership, core capabilities, participation, work-life balance, and the elimination of barriers, educational institutions can successfully transform themselves into vibrant learning communities where educators thrive and students excel.

Educators play a vital role in shaping the future of society, but the demands of their profession can often lead to an imbalance between their personal and professional lives. However, embracing continuous professional development can be a key factor in achieving a sustainable work-life balance. Consistently enhancing skills, knowledge, and capabilities, educators can not only improve effectiveness in the classroom but also find greater fulfillment [15]. Continuous development allows educators to stay current with the latest teaching methodologies, integrate technology effectively, and develop innovative solutions to challenges they face in the classroom. This, in turn, can lead to increased efficiency and reduction in workload, freeing up time for personal pursuits and self-care. Moreover, engaging in continuous development can foster a sense of growth and accomplishment, contributing to overall job satisfaction and

well-being. Redefining work life balance needs to fully reap the benefits of having continuous professional development, educators must approach it with a sustained, continuous effort and a genuine desire to improve. Embracing the redefined work-life balance through trainings and workshops, educators can enhance their core competencies, capacities, and capabilities, enabling them to excel in their roles as educators, leaders, and mentors while maintaining a sustainable work-life balance in the face of the demands and challenges of their profession.

Leaders in international education require specialized professional development [22] [23] that aligns closely with their roles in the intricate and evolving landscape of educational internationalization. This development is essential for equipping them with the skills necessary to adapt to policy shifts, particularly regarding evaluation and accountability measures. Such adaptations significantly impact their work-life balance, necessitating the creation of innovative strategies and frameworks that redefine work-life balance to foster and maintain high-performing teams of educators.

The Department of Education (DepEd) acknowledges the critical importance of mental health and well-being among its personnel by launching the Mental Health and Psychosocial Support Services (MHPSS) program. This initiative addresses the detrimental effects of inadequate wellness programs, which can disrupt the work-life balance of both teaching and non-teaching personnel [12]. Such imbalances not only affect the staff but also have a significant impact on the academic performance of learners. Despite the existence of government policies aimed at promoting work-life balance and employee well-being, there is a significant gap between policy and implementation. Competing demands and an imbalance between work and personal life are evident, leading to stress and health issues among personnel. Stress is an inevitable part of daily life and can originate from both home and work environments.

## **Research Objectives**

The overall objective was to determine the status of work-life balance of educators despite the competing demands leading towards managing a redefined work-life balance aligned with personal and professional satisfaction. Specifically focused on assessing the status of the work life balance experiences of public educators as to work, family, personal, and health despite competing demands. The data gathered were utilized to have a better strategic appreciation of a redefined work-life balance among educators. The participation of the educators on this research study is a good start for appreciating realities in life, support and apply the work-life balance approaches that matches their need particularly the many changes in terms of educational transformation.

## **Theoretical Basis**

The purpose of this study was to investigate how respondent-educators assessed their work-life balance experiences within the framework proposed by Marmol [11]. Specifically, the study aimed to determine the educators' assessment of their work-life balance status across the four dimensions outlined in the framework namely work-related, personal factors, family and health.

## **LITERATURE REVIEW**

This section discusses the literature reviews;

### **1. Status of Work-Life Balance**

The term “work life balance” may be defined as a “state of equilibrium in which the requirements of both the work and personal life of an individual are equal” [18]. Similarly, “work-life balance is the individual perception and non-work activities are compatible and promote growth in an individual’s current life

priorities” since educators have struggles both personal and professional life making this research study relevant [10]. Extended working hours, substantial workloads, and a lack of flexibility in the workplace create competing demands that impact both work commitment and personal needs. Additionally, a heavy workload often leads to increased time spent at work, reducing opportunities for family engagement and personal fulfillment. This, coupled with elevated stress levels, diminishes any potential for work flexibility that could alleviate job pressures, ultimately affecting overall performance quality.

Work-life balance is a critical concern for many educators considering work-life balance programs as they strive for personal and professional satisfaction. A well-balanced work and personal life can lead to positive outcomes in terms of behavior, attitudes, and performance. Educational sectors have recognized the importance of work-life balance and have implemented various programs to support their educators. These programs aim to create a flexible and supportive environment that enables educators to effectively manage their work and personal responsibilities, ultimately leading to increased engagement, commitment, and organizational success. Prioritizing work-life balance, public educational sectors can attract and retain top talent, foster a positive work culture, and ensure that they are able to perform at their best, both professionally and personally. As the public sector continues to evolve, work-life balance will remain a key consideration for government personnel and a crucial factor in shaping the future of the public workforce [1].

Achieving a healthy work-life balance is crucial for the well-being and productivity of educators, particularly for those juggling multiple responsibilities such as full-time work, continuous education, and family commitments. However, the demanding nature of these roles can often lead to stress, burnout, and negative impacts on physical and mental health. Satisfied and engaged educators are more likely to be productive, committed, and less likely to leave their jobs. The concept of flexible work arrangements is a powerful tool for promoting work-life balance and overall well-being in the education sector.

The increasing focus on people management issues, particularly regarding ethics, diversity, and work-life balance has garnered significant attention from both individuals and public and private organizations. This heightened concern for work-life balance can be attributed to demographic shifts in the workplace and personal environments [7]. To foster a supportive culture, organizations must prioritize management and administrative support, continuous professional development, and flexible working arrangements, among other initiatives. In addition, a lack of organizational support within educational contexts can lead to emotional exhaustion and fatigue among educators. Educational institutions often face challenges in effectively managing work-life balance practices, which are further complicated by external factors.

Global competition, personal lives, family values, and an aging workforce create challenges that exacerbate work-life balance [9]. These factors have made achieving a harmonious equilibrium between professional and personal spheres a paramount concern in today’s workplaces. Cultural factors also significantly influence educators’ perceptions and experiences in managing competing demands and expectations. Work-life balance is the dilemma of managing work obligations alongside personal and family responsibilities. Many view it as the challenge of cultivating a supportive organizational culture where educators can focus on their jobs while at work. Striking this delicate balance is crucial for well-being, as work and family life are the most important elements of everyone’s life. Effective strategies for achieving work-life balance include setting clear boundaries, prioritizing tasks, practicing self-care, mindful technology use, and delegating responsibilities best fit for educators. Regular self-reflection and adjustments are essential, as is creating rituals to facilitate smooth transitions between work and personal time. Educational sectors can support work-life balance by implementing flexible scheduling options and hybrid teaching whenever necessary.

## **2. Dynamics of Competing Demands**

Work-life imbalance is a growing concern, driven by various factors that can ultimately impact an

individual's health and well-being. A key contributor to this imbalance is the increasing time pressure, responsibilities, and complexities inherent in many modern workplaces. As educators strive to meet the demands of their jobs, they may find themselves neglecting other important aspects of their lives, such as personal relationships, leisure activities, and self-care. As the imbalance between work and life persists, it can lead to a state of burnout. Burnout is a psychological condition characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment. It is often a gradual process, with different phases that can further exacerbate the work-life imbalance. The consequences of burnout can be severe, both for the individual and the schools. Burnout can lead to physical and mental health issues, such as depression, anxiety, and chronic stress. In some cases, the impact of burnout may be so severe that it leads to retirement due to mental or physical illnesses.

To address the issue of work-life imbalance and other dynamics of competing demands, it is crucial for both employers and employees to take proactive steps. Employers should strive to create a supportive work environment that values work-life balance, offers flexible work arrangements, and provides resources for stress management and mental health support. Educators should prioritize self-care, set boundaries, and seek help when needed. Work-life balance is crucial for maintaining physical and mental well-being, nurturing personal relationships, and ensuring productive work performance [2]. However, achieving this balance can be challenging, and poor decisions can lead to detrimental consequences. Being aware of and understand the potential negative impacts of work-life imbalance, they can take proactive steps to mitigate its effects [5].

Work-life imbalance is a complex issue that stems from deeper underlying factors, as identified by wherein root causes include strained relationships, misalignment between personal interests and career choices, fear of change, and unsupportive work environments [4]. To address this imbalance, viewing work-life balance as an ongoing process rather than a static goal. Take note that work-life balance is not a one-size-fits-all solution because it is a highly personal journey that requires self-awareness, adaptability, and a willingness to make difficult choices. The root causes must be addressed and embracing a holistic approach can strive for a more fulfilling and balanced life.

### **3. Redefining Work-Life Balance for Educators**

Work-life satisfaction reflects an individual's overall sentiment and perspective on life at a specific moment. The main goal of any family should be the cultivation of health, well-being, and self-satisfaction of children and families as a whole [13]. In light of the increasing pressures from the academe, particularly regarding personal and professional demands, mindfulness emerges as a crucial element in fostering effective relationships and communication. This is essential for building and sustaining high-performing team of educators.

Continuous and periodic skills enhancement can help manage the competing demands in the lives of public educators. Also, work-life & life-work interactions are linked and considered as a relationship to be bi-directional [20]. The question on why redefining work-life balance so important makes the present study timely and relevant. Positive work-life balance being the root of a successful endeavor wherein if educators feel happy and motivated, they will be more productive. Simple and helpful practices to maintain a healthy work-life balance are as follows; "(1) Create boundaries like a routine and follow that daily; (2) Find some time for personal leisure; (3) Create a to-do list daily; (4) Separate your work area; (5) Take a break; (6) Don't do multitasking; (7) Ask for the help; and (8) Address barriers in achieving work-life balance." Furthermore, to overcome competing demands there should be proper interaction, good communication and socialization along with considering meditation, stretching and breathing exercises to relax your mind and body [20].

There is great importance that all material and spiritual elements should be included to improve the quality of education wherein mentioned that "motivation is a discipline particularly focused in the subjects of

psychology and management science [14]. Review and feedback are factors that have significant effect on work commitment. Educational institutions should help manage competing demands through building and sustaining high performing team of educators.

The changing environment in the educational sector should continue to attract, retain and motivate key talented educators wherein the quality-of-life need good strategies as well as choices that must be recognized and prioritized. This is because both personal and professional aspects of life are critically important and distinct with one another given the competing demands in the educational environment. Learning is also a key player in individual's career moving forward as part of personal and professional development [24]. The modern problems faced by educators need solutions applicable in this modern-day era wherein the presence of competing demands affect performances.

Leadership is about "process of social influence that can maximize the efforts of others for the achievement of student success as the main goal of educational leadership" [19]. Hence, educational institutions and its leaders must influence their team particularly the educators in making academic environment a more meaningful and rewarding place where there is respect, trust and ensures that duties and responsibilities are doable and achievable. Investment for professional development is maximized and re-engineered to the best initiatives leading towards high performing team of educators.

Generally, work-life climate had the strongest associations with burnout, stress and emotional exhaustion. Educational institutions' commitment to maintain a social status that harmonizes organizational environment helps manage work-life balance of its people. A healthy environment is represented by the collaboration of shared culture of work-life balance. Assessing the mechanisms used by personnel to cope up with conflicting and varying work and non-work schedules is a concern that this study would like to address particularly the work-life balance because it has become a global concern and a matter for urgent attention.

The cited authorities and their write up uses different factors or variables on work-life balance and work commitment. However, there are some writings that are in the context of other countries and local studies that constitutes a difference to this research paper such as the limitations and focus of this study which is about work-life balance. The study using the theories and conceptual framework were concerned on the competing demands among educators in Albay, Region V towards redefining work-life balance. Nevertheless, the importance is evident on determining perception and commitment to strengthen work-life balance through designing redefined strategies and integrated framework to build and sustain high performing teaching and non-teaching personnel. Additionally, the growing demands in the new era reflects the need for continuous study of work-life balance given the pressing needs in the present time.

## **Research Paradigm**

The status of work-life balance with the components of work, family, personal and health-related variables are integrated. Action plan is needed wherein redefining work-life balance strategies and integrated framework leading towards building and sustaining high performing educators. The competing demands refer to what occurs when management, depending on the use of limited resources or attention, requires more to be done than available resources suggest it is possible to do [8]. In this study, the essence of educational institutions' work-life balance design should be able to deal with contingencies as well as implies the presence or absence of specific features and how it affects the relationship with respondent-educators' work-life balance.

Furthermore, the specific variables for status of work life balance is composed family, health, personal and work. Family are persons united by the ties of marriage, by blood or adoption, a household. Health is the extent of an individual's continuing physical, emotional, mental, and social ability to cope with his or

her environment. Personal is self-care for and family relationship. Work is about the focus on the efficiency and effectiveness of doing employee responsibility.

Generally, when educators understood their expectations and requirements, they are more likely to perform better given the clarity of expected outcomes supported by redefined strategies and integrated framework of work-life balance leading to high performing teams. Given the compelling and underlying objectives, reasons and motivation to conduct this research study, the research paradigm presents the components including determination of how educators assessed their work-life balance despite competing demands leading towards managing a redefined work-life balance aligned with personal and professional satisfaction strengthening work-life balance approaches.

## RESEARCH METHODOLOGY

Descriptive research design was used in the study through quantitative method because the primary source of information came from the self-made survey questionnaire. The primary source of data was the research instrument composed of various questions that provided answers to the stated objectives. The secondary sources were from articles, books, and other write ups that supported the topics.

The purposive sampling technique was used in this research study wherein the respondents were educators in Third District of Albay based on the following criteria: (1) must be a regular employee, (2) must be assigned in Third District of Albay, (3) assigned in teaching level, (4) has willingness, knowledge of the research issue, and (5) capacity to participate in this research. The responses garnered were one hundred eighty-three (183) educators or 65.36 percent response rate. The majority of respondents were married women aged 36 and older, all of whom had completed their college degrees and had been employed at public schools for over a decade, earning salaries within grade levels of 11 to 15.

The researcher asked permission to the different schools and target participants to conduct the survey and they were brief about the topic which were collected and gathered, afterwards all data were organized for tabulation using the statistical tools. Such data matrix was processed through statistical treatment that helped the researchers in the analysis, presentation and interpretation as well as conforming the results to the research literature and studies.

Ethical considerations were in place in the conduct of the present study given emphasis to confidentiality and professionalism. However, there was no approval from an independent ethics committee as the researchers' obtained data from adults who are able to understand the research topic. No minor, persons with disabilities, and indigenous people are involved. All respondents provided appropriate informed consent through confirmation on the letter attached to the survey questionnaire.

## RESULTS AND DISCUSSIONS

Through descriptive research design using quantitative method using a survey questionnaire distributed to respondent-educators, the results are as follows as presented in tables.

TABLE 1 Status of the Work-Life Balance Experiences as to Work

INDICATORS	MEAN	STD	INTERPRETATION
1. I believe I am an effective employee even I am stressed	4.45	.69	AGREE
2. I am happy and satisfied with the quality of my work performance	4.55	.61	STRONGLY AGREE

3. I feel more respected because of my responsibilities at work/job	4.56	.65	STRONGLY AGREE
4. Sleeping problems encountered does not affect how I think, remember, learn and work	3.73	1.05	AGREE
5. I don't have difficulty adjusting to technological innovations in teaching-learning process	3.87	.93	AGREE
<b>OVERALL</b>	<b>4.23</b>	<b>.57</b>	<b>AGREE</b>

Table 1 presents the status of work-life balance experiences of the respondents as regards to work. As gleaned on the results, the most agreed work indicator is “I feel more respected because of my responsibilities at work/job” which means that the educators know their responsibilities in the school workplace by demonstrating their work ethics such as respecting and valuing work. Moreover, feeling respected shows that they are aware of their job with integrity. However, the least agreed work indicator is “Sleeping problems encountered does not affect how I think, remember, learn and work” which means that they have encountered difficulty in sleeping due to personal and professional concerns it somehow affects their performance, but still work-life tasks are manageable. Many may not admit their experience on sleep deprivation, but the educators manage to perform work. However, with insufficient and excessive sleep may affect cognitive processes. Working longer hours and heavy workload can deprive people from better sleep.

The complexities of achieving work-life balance, highlighting the challenges of managing work commitments alongside personal and family responsibilities [9]. They emphasize that respect in the academic workplace can facilitate the navigation of these dilemmas. A supportive organizational culture, which includes backing from management and administrative staff, is crucial for fostering this respect. Furthermore, as the workforce ages, it is essential for employees to recognize the consequences of sleep deprivation on cognitive functions such as memory and overall brain health. The “flexible working is about an organization’s working arrangement in terms of working time, working location and pattern of work” wherein it could help the personnel to adjust their working time so as not to be deprived from enough sleep and manage time effectively [16].

Generally, the acknowledgment of responsibilities leading to feelings of respect can be leveraged by management to enhance employee morale and productivity. The underestimation of sleep’s impact on work performance is a critical area for intervention. Educational institutions should consider implementing policies that promote better sleep hygiene among educators, as improving sleep quality has been shown to enhance job performance and reduce absenteeism among other factors to consider.

TABLE 2 Status of the Work-Life Balance Experiences as to Family

INDICATORS	MEAN	STD	INTERPRETATION
1. I always have time to help and support each member of the family	4.21	97	AGREE
2. Work and time management enables me from attending appointments and special events at home	4.16	87	AGREE
3. I have to change plans at home most of the time	4.01	84	AGREE
4. I am not affected of what other people say or think about me and my family	4.07	95	AGREE
5. Spiritual support is available within the community to uplift well-being	4.74	50	STRONGLY AGREE
<b>OVERALL</b>	<b>4.24</b>	<b>58</b>	<b>AGREE</b>



Table 2 presents the status of work-life balance experiences of the respondents as regards family. As exhibited in the results of this study, the most agreed personal indicator is “Spiritual support is available within the community to uplift well-being” which means that there is presence of spiritual assets for educational community building can be a source of self-care for educators. Connecting them through spiritual wellness will definitely help them in a more manageable work-life balance. On the other hand, the least agreed personal indicator is “I have to change plans at home most of the time” which means that the educators do not necessarily always change their plans at home just to adapt to any changes at work.

The availability of spiritual support within a community fosters a sense of belonging and interconnectedness leading to stronger social ties and networks, which are crucial for emotional and mental health. The present study supports that the spiritual well-being correlates positively with perceived social support and life satisfaction, indicating that communities with strong spiritual resources may experience lower levels of loneliness and isolation. With this, spirituality has been linked to resilience and coping mechanisms during times of stress or adversity because the presence of spiritual support can provide individuals with a framework for understanding their experiences, leading to enhanced psychological well-being. Hence, communities prioritizing spiritual resources may see reductions in mental health issues such as anxiety and depression. Spiritual practices in educational institutions may instill a sense of purpose and meaning in life that are essential components for overall happiness particularly beneficial in environments where educators face significant challenges or stressors.

Frequent changes in plans can lead to stress and anxiety, affecting not only the educators but also their family dynamics. When home life is unstable, it can undermine the benefits gained from community support, as educators may struggle to engage fully with their community due to personal distractions or stressors. Constantly altering plans can contribute to feelings of frustration and helplessness, potentially leading to decreased mental health. Educators may feel overwhelmed by their responsibilities or unable to find time for self-care or community engagement, Furthermore, if educators are frequently changing their plans at home, they may miss opportunities to engage with spiritual or community support systems that could enhance their well-being. This disengagement can create a cycle where lack of support exacerbates personal challenges, further impacting mental health and life satisfaction. However, the present study shows that educators acknowledge the effects of changing plans to their work-life balance.

As organizational commitment shows that worker sides desire to maintain membership in the organization where they can prioritize both family or personal life and work as they are able stick to their plans at home and be able to continue work without always worrying family matters [17]. Hence, when the educators can be flexible in work and in life, they are able to find happiness which is an essential source of well-being eventually leading towards managing competing demands for personal and professional factors.

**TABLE 3** Status of the Work-Life Balance Experiences as to Personal

<b>INDICATORS</b>	<b>MEAN</b>	<b>STD</b>	<b>INTERPRETATION</b>
1. I can balance my work with leisure, hobbies and other responsibilities	4.25	80	AGREE
2. I can sit down and quite relax easily despite work pressures	3.65	1.02	AGREE
3. I do take special initiatives to manage my health, career and personal life	4.21	.78	AGREE
4. I have no financial worries despite insufficient savings, investment or low salary net income	3.20	1.10	MODERATELY AGREE

5. I can manage both family and work relationship problems	4.10	.75	AGREE
<b>OVERALL</b>	<b>3.88</b>	<b>.72</b>	<b>AGREE</b>

Table 3 presents the status of work-life balance experiences of the respondents as regards to personal. The results of the study present the most agreed indicator is “I can balance my work with leisure, hobbies and other responsibilities” which means that the educators find ways for relaxation and attend to personal responsibilities while performing their tasks in the academic environment. Clearly, it shows that they can manage work and personal responsibilities and appreciates the need for maintaining a good well-being. However, the least agreed indicator is “I have no financial worries despite insufficient savings, investment or low salary net income” which means that educators are bothered that they are not able to address their needs and wants because of monetary problems or concerns. Despite their commitment to work but practicality wise and the growing needs of personal and family requires monetary aspect.

The work-life balance reflects a positive aspect of personal well-being when educators feel they can effectively manage their work alongside leisure and hobbies typically experience lower stress levels and greater satisfaction in life. This balance is crucial for mental health, allowing educators to recharge, pursue interests outside of work, and maintain social connections, all of which contribute to a sense of fulfillment and happiness. A balanced lifestyle can mitigate feelings of anxiety related to financial stressors. When educators successfully manage their time and responsibilities, they often report higher levels of subjective well-being and lower instances of burnout. Hence, the present study suggests that achieving a work-life balance may act as a protective factor against the negative impacts of financial instability.

The statement about lacking financial worries despite insufficient savings or income concerns a disconnection between perceived financial security and actual financial health. Educators who report having no financial worries may be experiencing a form of denial or may not fully understand their financial situation. The lack of adequate savings and investment options typically leads to heightened anxiety about future financial security wherein many educators in low-wage positions struggle with essential expenses and lack confidence in their ability to meet long-term financial goals. This situation can create a cycle of stress where individuals feel compelled to work more hours without addressing underlying financial issues, further exacerbating their situation.

When high job satisfaction is experienced by personnel it will further increase work commitment as well as performance leading to personal happiness including its sources, but the challenge is the financial attributed to the work-life balance of the educator-respondents [24]. It is evident that prioritization and promotion of work-life balance regardless of demographic profiles, the sources of income affect the culture of the personnel’s environment. Hence, to cultivate a happy academic workplace environment wherein monetary is considered as the traditional motivator must be incorporated in the wellness initiatives of the education administrators.

TABLE 4 Status of the Work-Life Balance Experiences as to Health

INDICATORS	MEAN	STD	INTERPRETATION
1. I am able to regularly exercise	3.12	1.15	MODERATELY AGREE
2. I have adequate sleep	3.26	1.04	MODERATELY AGREE
3. I am consistently taking care of my medical needs like taking enough vitamins and regular medical check-ups	3.48	1.04	MODERATELY AGREE

4. I don't feel overwhelmed and anxious or depressed despite heavy workload and family concerns	3.48	1.00	MODERATELY AGREE
5. I am able to maintain a healthy lifestyle	3.72	.95	AGREE
<b>OVERALL</b>	<b>3.41</b>	<b>.89</b>	<b>MODERATELY AGREE</b>

Table 4 presents the status of work-life balance experiences of the educators as regards health. The results of this research study shows that the most agreed health indicator is “I am able to maintain a healthy lifestyle” which means that despite the presence of processed foods, junk foods, and other unhealthy source of food items educators find time to prepare food for themselves and their family as well as relaxation methods based on their lifestyle needs. Hence, because of older age, educators are now thinking of their lifestyle to pursue productive ageing. However, the least agreed health indicator is “I am able to regularly exercise” which means that the educators find it hard to give time for a routine physical exercise which is also manifested by heavy workload and attending to family or personal matters.

The statement “I am able to maintain a healthy lifestyle” likely reflects a holistic view of health that goes beyond mere physical activity which encompasses dietary choices, mental well-being and social support. Educators may prioritize nutrition, leading to healthier eating habits as well as its maintenance suggesting sustaining physical health behaviors. A supportive environment can enhance one’s ability to engage in various health-promoting activities. Hence, the findings that educators who perceive themselves as maintaining a healthy lifestyle tend to engage in multiple positive health behaviors, thereby reducing their risk for chronic diseases.

On the other hand, the statement “I am able to regularly exercise” being the least indicator suggests several potential barriers to include accessibility, opportunity, time constraints, exercise thoughts, among others. Many educators may face challenges such as lack of access to facilities or safe environment for exercise. Their busy lifestyles can limit opportunities for regular physical activity, even among those who recognize its importance. Educators may not view exercise as integral to their overall health, focusing instead on dietary habits or other lifestyle factors. Hence, the present study emphasized physical activity is essential for health but may not be prioritized equally alongside other lifestyle factors like diet or mental well-being. Given this disparity, it exhibits the need for public health initiatives from educational institutions focusing on the importance of regular exercise as part of a comprehensive approach to maintaining a healthy lifestyle. While maintaining a healthy lifestyle encompasses a wide range of behaviors and attitudes, regular exercise appears less prioritized despite its known benefits. Addressing barriers to physical activity and promoting its importance alongside other health behaviors could enhance overall public health outcomes.

Furthermore, the organizations should provide a range of facilities, policies and programs where people can cope up with work responsibilities towards better productivity [18]. Hence, those facilities, policies and programs should contain physical facilities to promote health and wellness including the ability to do physical exercise. Also, practices, capacities and capabilities should be motivated with the desire to improve wherein healthy lifestyle includes being physically fit [15]. Hence, be able to conduct or find ways for relaxation is not enough to be considered healthy but more effort on physical and mental well-being is relevant to work performance and to maintain work-life balance.

## CONCLUSIONS

This research study has equipped educational leaders with essential insights for policy review, particularly regarding the implementation of work-life balance strategies. Designing a comprehensive framework aimed at fostering work-life balance for educators can strengthen their performance. A supportive academic environment ensures that work-life balance programs benefit not only the educators but also other stakeholders particularly the learners. Work-life balance initiatives should prioritize wellness factors that

enhance quality of life, promote productive aging, and support professional effectiveness. Additionally, further investigation into individual perceptions and environmental influences on these indicators could yield valuable insights for developing impactful health promotion strategies suitable for publication.

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